



Public Schools of North Carolina

# Credit by Demonstrated Mastery

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# Credit by Demonstrated Mastery

## Why?

- State Board of Education vision; DPI initiatives
- Existing SBE policies
  - Policy Defining Academic Rigor, GCS-F-016
  - Policy for Adequately Informing 9<sup>th</sup> Grade Students About Accelerated Programs, GCS-L-006
  - High School Courses in Middle School, GCS-M-001
- Needs from Families and Schools
  - Respond to highly advanced student needs
  - Align with opportunity at Early Colleges
  - Remove current barrier of seat-time requirement



# ***Proposal:* Earning Credit by Demonstrated Mastery**

- To ensure students grow optimally in our public schools and have effective seat time
- To ensure there is a clear process for earning course credit without seat-time or traditional learning experience
- To respond to needs of students, families, AIG community, school personnel and leadership



# Credit by Demonstrated Mastery

## How developed?

- Committee: Internal DPI of various perspectives; three external LEA representatives
- Discussions with AIG and Curriculum and Instruction groups
- Other state research: At least 19 other states have policies related to earning credit without seat-time



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## For Whom?

- Any North Carolina public school student, grades 6-12, who is able to show a deep understanding of the content without seat-time and classroom learning experience
- Not intended initially for general student population; intended for highly advanced students
- Eventually expand to permit use of the conceptual framework for other students



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## How?

### – Multi-phase assessment

- Student examination, EOG/EOC or other LEA exam
- Student artifact demonstrating application of knowledge, such as Capstone Projects in CTE courses
- Other evidence as LEA deems necessary

### – Guidelines set by DPI

- Process for implementation
- Minimum assessment standards
- Guidance for transcripts, etc.



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## Next Steps

- SBE discussion and decision
- Identify implementation date
- Finalize guidelines for distribution to the field
- Implement
- Continue policy development to accommodate other students wishing to pursue mastery-based learning and accelerate at individualized pace

